

# **New Age Social Intelligences and Their Influence on Teachers' Commitment Among Teachers in Central Elementary Schools**

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## **ABSTRACT**

Teachers' new age intelligences is making new possibilities, being creative and updated with ICT competencies to perform ones' work. This study was purposely conducted to find the extent of the influence of teachers' new age social intelligences on their commitment among teachers in central elementary schools of Agusan del Norte. New age social intelligences such as adversity quotient, creativity quotient, leadership quotient, quantum quotient, technology quotient, and spiritual quotient and the teachers' commitment were examined. Further, significant relationship of the new age social intelligences and teachers' commitment and which of the new age social intelligences significantly singly or in combination predicts teachers' commitment were tested. The descriptive – correlation design of study was used with the survey technique employing a researcher-made questionnaire. The study used statistical techniques such as mean, Pearson correlation coefficient and linear regression correlation. There is a significant relationship between new age social intelligences and teachers' commitment. Of the six new social intelligences, spiritual quotient significantly predicts teachers' commitment. New age social intelligences have bearing on teachers' commitment. As recommendation, in-service training shall be conducted by the Division of Agusan del Norte to the teachers to improve their knowledge and skills in ICT. This must cover the use of computer in classroom instructions.

## KEYWORDS

New Age Social Intelligences, teachers' commitment, adversity quotient, creativity quotient, leadership quotient, quantum quotient, technology quotient, descriptive-correlation, Philippines

## INTRODUCTION

Teaching is a challenging job. It requires one to be patience, flexible, active, adaptable and creative. It greatly demands someone that possesses the commitment and dedication to carrying all of these tasks. After parents, teachers have the most important role in a student's life. They are the one mold the wholesome personality of their students to become responsible citizens in the future. This makes the job of the teachers very valuable and significant as they have the opportunity to impact the lives of these students. Thus, teachers are rarely appreciated and acknowledged (Thomas, 2016).

The teaching profession requires commitment. Teachers feel a devotion to educate, and therefore their first priority as a teacher is to their students and their learning. Committed teachers always put their students' wants, needs and interest as their priorities. They strive to meet the needs of each learner by providing a variety of unique teaching methods and techniques. They motivate and engage students and they understand that not every child will learn at the same time. Above all, they advocate for their students to make sure that every child be successful. Similarly, committed teachers must strive to involve everyone in learning, and understand how to teach everyone, not simply aim to teach the average student. They must also be an advocate for your students as individuals, ensuring that they have all the resources they need to succeed. (Cox, 2019 & Lynch, 2015). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school (Crosswell & Elliott, 2016).

New age social intelligences such as adversity quotient, creative quotient, leadership quotient, quantum quotient, technology quotient and spiritual quotient are the intelligences teachers must possess to cope with the challenging work they have. Nowadays, one's conventional knowledge and skills are insufficient. In this new industrial scenario where "global competitiveness and hyper competition are buzz words, it is very difficult to manage and sustain the competencies. It demands a new breed of individuals who can cope up with these changes without resistance and friction, both outwardly and inwardly (Hall, 2006). Moreover, according to Fireston & Pennell (2009), the push for more complex, intellectually demanding approaches to teaching suggests that teachers' commitment will continue to be important for effective education.

New age social intelligences includes the ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods and or the underlying personality traits of friends and of strangers (Walker & Foley, 2000).

Based on observation, teachers always find difficulty to cope with the stress and pressures of their work. Aside from their routine teaching, they also have additional works such as reports, evaluation, community service and many others. Nowadays, teachers are bombarded with so many paper works; thus, lessen their contact hours with the pupils. It is also observed that teachers have no time to think or research for new methods and techniques of teaching since they are so busy with other concerns. Similarly, teachers had difficulty in the application of technology as one medium that helps and enhances the teaching-learning process. They rarely were given the chance to attend trainings on ICT.

The above situations made the researcher decides to find out and determine the new age social intelligences of teachers in coping the demands in relation to their work, ability to response to pressures, stress and frustrations; the ability to produce something new; ability to lead people effectively; ability to perceive new possibilities in an unknown, indeterminate and uncontrolled situations; ability to use the technology.

## **FRAMEWORK**

This study was anchored on James Fowler Faith Development Theory. It is a framework for spiritual development that goes with other aspects of human development. Spirituality is a basic aspect of human existence that develops in predictable ways, just as cognition or social behavior or motor skills or the ability to feed oneself. He claimed that there are underlying structures in the way people live, and that these patterns or systems of organization occur in sequential, in variant, hierarchical, and universal fashion. The theory states that as an individual grows, his consciousness of God becomes deepen and eventually, seriously applied this to their lives (Karesh, 2013; Furushima, 2007).

Faith Development Theory relates this study on new age social intelligences of teachers in relation to teachers' commitment since of all the new age intelligences of teachers only spiritual quotient relates teachers' commitment. This means that teachers who are committed to their work are those who have deepen spirituality. The theory states that as an individual grows, his consciousness of God becomes deepen and eventually, seriously applied this to his/her lives.

Spiritual intelligence can be used to transform oneself and others, heal relationship, cope with grief, and move beyond conditioned habits in the past. Selman (2005) stressed that if one knows how to rely on her/his spiritual quotient, he/she becomes less fearful, more accustomed to relying himself/herself, more willing to face the difficult and the uncomfortable, and more ready to live at the edge. That is, at the boundary of chaos and

order, between the known and the unknown, between creativity and self-organization-the frontier for information creation.

## OBJECTIVES OF THE STUDY

The major purpose of this study was to determine the influence of new age social intelligences on teachers' commitment among teachers in central elementary schools of Agusan del Norte, school year 2012-2013. It also ascertained the significant relationship between teachers' new social intelligences and teachers' commitment and which of these new age intelligences predicts teachers' commitment.

## METHODOLOGY

### Research Design

The study utilized the descriptive-correlation design of research.

### Research Locale

This study is conducted to all central elementary schools of Agusan del Norte.

### The Respondents/Sampling

The population of the study includes the 19 central elementary schools in Agusan del Norte with 198 teachers involved. In the selection of the respondents, the researcher employed the Sloven's Formula. The study identified 198 respondents from the 394 central elementary school teachers. To assure that all the teachers will be given a chance, a random sampling was done through a lottery.

Table 1. Population and Respondents of the Study

Schools	Population	Sample Size
1. Bangonay Central Elem. School	10	5
2. Buenavista Central Elem. School	38	19
3. Carmen Central Elem. School	23	11
4. Cogon Central Elem. School	15	8
5. Doña Rosario Central Elem. School	10	5
6. Jabonga Central Elem. School	17	9
7. Kinabjangan Central Elem. School	13	7
8. Kitcharao Central Elem. School	24	12
9. Las Nieves Central Elem. School	13	6
10. Magallanes Central Elem. School	29	15
11. Mat -I Central Elem. School	13	7

12.Nasipit Central Elem. School	32	16
13.North Cabadbaran Central Elem. Sch.	60	30
14. R.T. Romualdez Central Elem. School	24	12
15. Rizal Central Elem. School	9	4
16. Santiago Central Elem. School	11	5
17. South Cabadbaran Central Elem. School	23	12
18. Tolosa Central Elem. School	16	8
19.Tubay Central Elem. School	14	7
TOTAL	394	198

### Data Gathering Procedure

The researcher asked permission to conduct the study by sending written permission to the Schools Division Superintendent. She then scheduled her visits to the schools. The questionnaires were distributed and administered with the help of the school heads. The respondents asked to read and understand the directions carefully and answer the questions honestly. She also conducted focus-group discussions (FGD) among the teachers to solicit their responses on their new age social intelligences and their commitment towards work. There was an assurance of treating the answers with confidentiality. Upon the completion, the questionnaires were retrieved, tallied and tabulated.

### Research Instruments

To draw the pertinent data and information needed to answer the problems, the researcher utilized a researcher's made questionnaire. To test the validity and reliability of the research instrument, the researcher conducted a pilot testing to 30 teachers. The participants of the pilot testing will no longer be included on the conduct of the study. After the pilot testing, result were interpreted by statistician and the questionnaires were also analyzed. The result revealed that the instrument used is reliable and has obtained the data needed in the study.

### Statistical Treatment

For appropriate presentation, analysis and interpretation of data, the following statistical tools were employed in this study: Mean or Average was used to identify the level of new age social intelligences and teachers' commitment of central elementary school teachers. Pearson Correlation Coefficient was used to find the significant relationship between new age social intelligences and teachers' commitment. Linear Regression Correlation was used to determine which of the new age social intelligences predicts teachers' commitment.

## RESULTS AND DISCUSSION

Table 1. New age Social Intelligences

	New Age Social Intelligences	Over-all Mean	Qualitative Description
1.	Adversity Quotient	4.17	Mostly
2.	Creativity Quotient	3.87	Mostly
3.	Leadership Quotient	4.10	Mostly
4.	Quantum Quotient	3.90	Mostly
5.	Technology Quotient	3.28	Often
6.	Spiritual Quotient	4.08	Mostly
	Grand Mean	3.90	Mostly

Legend:

4.51-5.0 - Always 2.51 – 3.50 - Often 1.0- 1.50 - Rarely  
3.51-4.50 -Mostly 1.51- 2.50 - Sometimes

The overall result indicated that central elementary school teachers of Agusan del Norte have manifested new age social intelligences. This is shown by the numerical mean of 3.90 with qualitative description of Mostly. This means that teachers have the ability to withstand with pressures, stress and frustrations with their work. Likewise, they have ability to produce something new whether a new solution to a problem, a new method or device. Also, the teachers can lead people effectively. Moreover, they can perceive new possibilities in an unknown, indeterminate and uncontrolled situation. Further, they can measure and value meaning of life which has connections to the Supreme Being. However, teachers have limited knowledge with technology as shown in the result with 3.28 mean.

Albrecht (2006) claimed that nowadays educational system needs to honor the principles and behavior associated with high social intelligence and that teachers should teach the young people to understand the cultures and subcultures through which they navigate in this modern world. Further, this educational system wants to emphasize the value of collaboration over conflict. In the same way, an educational system that equips young people to express their ideas clearly to make themselves understand other before reacting to their behaviors.

Table 2. Teachers' Commitment

Teachers' Commitment	Overall Mean	Qualitative Description
1. Commitment to Profession	4.14	Mostly
2. Commitment to Students	4.59	Always
3. Commitment to Parents	4.59	Always
4. Commitment to Community	4.41	Mostly
5. Commitment to the Department of Education	4.46	Mostly
6. Commitment to Colleagues	4.34	Mostly
7. Commitment to Country	4.67	Always
Grand Mean	4.45	Mostly

Legend:

4.51-5.0 - Always 2.51 – 3.50 - Often 1.0- 1.50 - Rarely

3.51-4.50 -Mostly 1.51- 2.50 - Sometimes

The result of 4.45 with qualitative description of mostly shows that teachers are really committed to their work. This commitment has been manifested in the practice of their profession. They show high moral character in dealing their clientele. They continuously improve their knowledge through attending trainings, seminars and in enrolling graduate school, in a way, improve and enhance their teaching capabilities. Likewise, teachers are committed to their students through their teaching by using appropriate instructional materials, appropriate teaching strategies and methods in their daily teaching considering their students' uniqueness as individuals. Teachers are also spend time in researching through the internet of the latest innovation in teaching. Similarly, teachers are committed to parents by encouraging them to visit the school to know their children's progress. They also welcome with respect, the parents' suggestions and even comments. The teachers also supported the existing Parents- Teachers Association (PTA) and work harmoniously with them for the improvement of their children's and school performance.

Moreover, teachers are committed to the community where the school is located. They always cooperate every activity the community has and aware of its diverse culture. Further, teachers are loyal to the Department of Education through their service beyond the official time. They are willing to serve even Saturdays and Sundays. Oftentimes, they give much time to their work than their families. They usually bring school work at home such as writing lesson plans, computing grades and making reports. In the same manner, teachers are committed to their colleagues by unselfishly shared their knowledge through mentoring and coaching. They respect their colleagues' opinions, ideas and reputation. Furthermore, teachers are committed to the country through their dedicated teaching to the youth, thus, empowered them to become a useful citizen in the future.

Table 3. Significant Test on the Relationship between New Age Social Intelligence and Teachers' Commitment

New Age Social Intelligence	Teachers' Commitment		Interpretation	Decision
	r-coefficient	p-value		
Adversity Quotient	0.384**	0.000	Significant	Reject Ho
Creativity Quotient	0.349**	0.000	Significant	Reject Ho
Leadership Quotient	0.410**	0.000	Significant	Reject Ho
Quantum Quotient	0.548**	0.000	Significant	Reject Ho
Technology Quotient	0.198**	0.005	Significant	Reject Ho
Spiritual Quotient	0.574**	0.000	Significant	Reject Ho

As shown in Table 17, all social intelligences were found to have a significant relationship with the commitments among teachers; namely, adversity quotient, creativity quotient, leadership quotient, quantum quotient, technology quotient and spiritual quotient towards commitments. In particular, adversity quotient, creativity quotient, leadership quotient, quantum quotient, technology quotient and spiritual quotient towards teachers' commitment positively correlates as indicated by a positive R-value (0.384), (0.349), (0.410), (0.548), (0.198) and (0.574), respectively, but highly significant as indicated by p-value less than 1%.

The result reveals that teachers' new age social intelligences have bearing on their commitment. It further implied that if teachers have insufficient ability to withstand adversity, inability to produce something new, inability to lead people effectively, inability to perceive new possibilities in an unknown, indeterminate and uncontrolled situations, insufficient knowledge on technology and inability to give meaning of life which has connections to the highest Being, thus, in some ways affect their commitment.

Table 4. Test on Regression Correlation on the New Age Social Intelligences that Predicts Teachers' Commitment

Model	Substandard Coefficients		T	Sig.	Interpretation	Decision
	Beta	Std. Error				
(Constant)	2.724	.294	9.279	.000	Significant	
Adversity Quotient	.111	.079	1.397	.165	Not Significant	Fail to reject Ho
Creativity Quotient	-.050	.084	-.597	.552	Not Significant	Fail to reject Ho
Leadership Quotient	-.067	.086	-.781	.437	Not Significant	Fail to reject Ho
Quantum Quotient	.162	.103	1.568	.120	Not Significant	Fail to reject Ho
Technology Quotient	-.022	.042	-.538	.592	Not Significant	Fail to reject Ho
Spiritual Quotient	.295	.076	3.903	.000	Significant	Reject Ho

Adversity quotient, creativity quotient, leadership quotient, quantum quotient, and technology quotient are not significant predictors of teachers' commitment. This means that teachers' commitment is not based on his/her ability to respond to pressures, stress and frustrations. Likewise, her/his ability to see ability to produce something new, ability to lead effectively people, ability to perceive new possibilities in an unknown, indeterminate and uncontrolled situations, and sufficient knowledge on technology do not show significance. However, spiritual quotient predicts teachers' commitment. In other words, when a teacher has the ability to give meaning and value of life which has connections to the highest Being, she/he is expected to be committed to his/her work.

Spiritual intelligence motivated people to balance their work schedules spend time with the family .An executive with high SQ might look beyond profit margins and devote time for voluntary work to orphans. It also addresses the need to place one's life in a shared context of value (Tekkeveettil, 2001). Spiritual intelligence can be used to transform oneself and others, heal relationship, cope with grief, and move beyond conditioned habits in the past. Selman (2005) stressed that if one knows how to rely on her/his spiritual quotient, he/she becomes less fearful, more accustomed to relying himself/herself, more willing to face the difficult and the uncomfortable, and more ready to live at the edge. That is, at the boundary of chaos and order, between the known and the unknown, between creativity and self-organization- the frontier for information creation.

During the focus-group discussions, when the teachers asked how they view spirituality. They said that it is ones relationship to God and it reflects on ones dealing to others. They said that by being Filipinos, even if what religious sectors they belong, they believe that there is God who has the control of everything. One teacher testifies that when she taught well her pupils – she felt the contentment and inner happiness and at the end of the day she can say to herself that she pleased God.

When they are asked which of the new age intelligences is the most important to their commitment. The teachers said that it is the Spiritual quotient because it is the basis for all the intelligences. Spiritual intelligence revealed the inner core of a person as what stated in James 1: 5-7. One cited Galatians 5:22-23 states that distinctively, a person guided with the Holy Spirit is very much visible in his actions and deeds that he have love, joy, peace, long suffering, gentleness, faith, meekness and temperance.

They also said that when one becomes matured, ones' spiritual quotient develop especially when one meets problems and experiences that one needs God's guidance and help. According to them that when they reach this age, the more they are spiritually conscious- the more they are committed to their work. One confirmed that they have the conscience of doing their work well. The above statements proved the theory of James Fowler- the Faith Development Theory that claims that there are underlying structures in the way people live, and people live, and that these patterns or systems of organization occur in sequential, in variant, hierarchical, and universal fashion. The

theory states that as an individual grows, his consciousness of God becomes deepen and eventually, seriously applied this to his/her lives.

## **CONCLUSIONS**

Based on the findings; the following conclusions are drawn;

1. Central elementary school teachers greatly possess the ability to withstand pressures, stress and failures with their work. Likewise, they have the ability to produce something new, a new technique or method. Moreover, they have the ability lead people effectively and the ability to perceive new possibilities in an unknown, indeterminate and uncontrolled situation. Further, they possess the ability to measure and value meaning of life which has connections to the Supreme Being. However, teachers have insufficient ability to use new technology.
2. Central elementary school teachers of Agusan del Norte have great commitment to their work. They possess the high moral character in dealing with people and in the practice of their profession. They show love and value students by giving them quality teaching through interactive activities with the use of appropriate instructional materials and strategies. Likewise, they value parents as partners of educating the child. Further, they are active and cooperative to the community where the school is located and they are loyal to the Department of Education by observing its rules and laws. Moreover, they value and respect their colleagues as their brothers and sisters by sharing them their knowledge and expertise. Furthermore, they are loyal to the country by teaching the youth to become productive citizens in the future.
3. Teachers new age social intelligences have bearing on their commitment.
4. Teachers' commitment is driven by their high level of spirituality.
5. The higher the degree of the teachers' new age social intelligences, the more they show commitment to their work.

## **RECOMMENDATIONS**

On the basis of the findings and the conclusions drawn from the study, the following recommendations are offered for consideration.

1. In-service training shall be conducted by the Division of Agusan del Norte to the teachers to improve their knowledge and skills in ICT. The training must cover the use of the computer in classroom instructions and expose them to the World Wide Web to maximize the objectives of the training.
2. The School Head shall be give teachers self-assessment test to know the level of their new age social intelligences and training shall be conducted based on the result to the self-assessment to improve these intelligences.

3. School heads shall conduct a heart to heart talk to teachers, in a way to assess their level of commitment.
4. Rewards and incentive mechanism shall be done by the school or by their school governing council (SGC) to sustain and improve teachers' commitment such as giving incentives or certificates of recognition, thus, motivating them and making them more committed to their work.
5. The school shall design spiritual intelligence enhancement programs to teachers to improve their spiritual quotient.
6. Parents, pupils and the community shall treat the teacher with respect, in return makes the teacher love her work.
7. Teachers shall been courage to enroll in the graduate programs to improve their perspective in teaching and personality as a whole as well as to develop their new age social intelligences.
8. Further studies on the same variables are recommended in order to validate the findings of this study and to help teachers reflect about themselves and their new age social intelligences.

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